GLUE

An Original Model for Enhancing College Collaboration

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Cengage *Striving for Excellence* Series

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Who is Here Today?

- Adjunct or Temporary Instructor?

- Administrator?

- Full-time Faculty Member?

- Other Support Personnel?

- Other Educator Supporters Outside of College?

Webinar Overview

- Essential Questions
- Review of Terms
- Why Collaborate? Why GLUE?
- Questioning Techniques
- GLUE Roles & Steps
- Pilot & Next Steps for Implementation
- Q & A

GLUE Essential Questions

- In light of the large number of "adjunct faculty members" in our community, how can we promote collegiality that enhances student learning ?

- How can we integrate the adjunct voice in the college's dialogues?

- What structures support adjunct engagement?
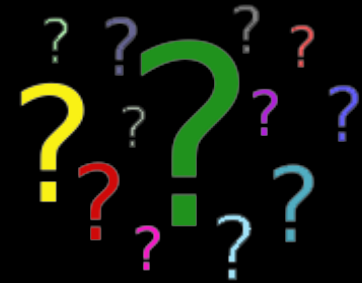
Educators … "We've Had a Problem!"

- A high percentage of our college instructors are "adjunct" instructors, yet what percentage of these teachers are able to meaningfully participate in meetings on our campuses?

For Some Inspiration…

Remember how "Houston" collaboratively solved

one of its problems…

Documentary HD

Why Not?

If teams hundreds of thousands of miles away from each other can collaborate —

Why not adjuncts and full-time faculty members?

GLUE

An Original Model
for Enhancing College Collaboration

- **Promotes inclusive dialogue in discussion & meeting groups**

- **Breaks down barriers between faculty groups (e.g., administrators, full-timers, non-tenure profs, adjuncts)**

- **Enhances shared governance that includes the adjunct voice**

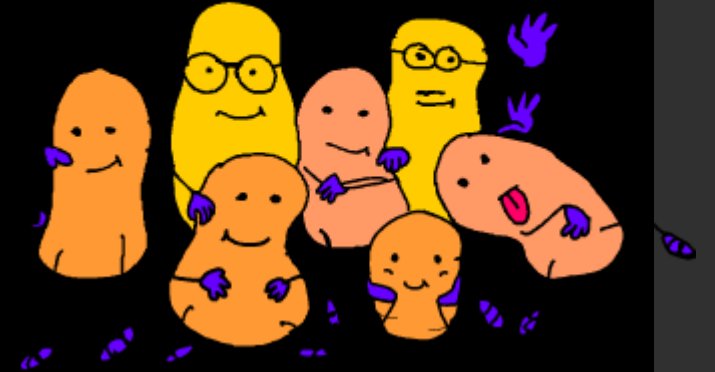- **Sparks creative ideas for student learning and college community goals**

Terms

- Adjunct
- "Professional Learning Community"
- Norms
- Clarifying Questions
- Probing Questions
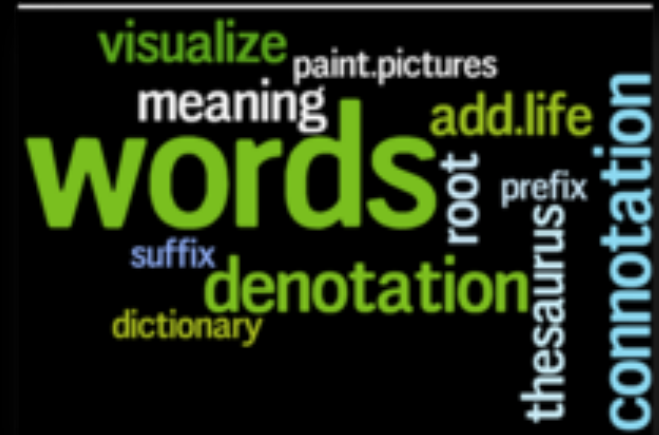
Adjunct Faculty

- Part-time, "contingent," or "contracted"

- Full-time, temporary faculty members

- Perhaps full-time, non-tenure track

- …Any faculty members "not in the loop"

Norms

- Guidelines that tell "how we do business with each other"

- Establish norms before meeting.

- Review norms frequently (beginning and end of meeting).

- Revise norms on an on-going basis.

Sample Norms

- Begin and end on time.
- Seek understanding on behalf of our students.
- Pose questions on behalf of our students.
- Stay focused.
- Respect divergent views.

Professional Learning Community

According to edglossary.org, a PLC is:

"a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students."
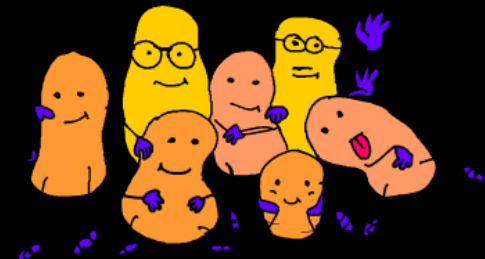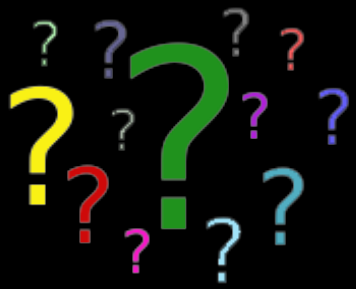
Professional Learning Community

According to The School Reform Initiative (www.schoolreforminitiative.org), a PLC demonstrates:

- Reflective dialogue ☑
- De-privatization of practice ☑
- Collective focus on student learning ☑
- Collaboration ☑
- Shared norms and values ☑

Clarifying Questions

- Questions that help the group understand the information being presented
- Questions of fact
- Tend to have short answers

- Examples:
- When is the deadline for the decision on the new textbook?
- What is our current student retention rate?
- What are the stated changes of the policy?
- What are the changes to the Board of Trustees?

Probing Questions

- Questions that help the group probe complexities connected to educational issues raised at the meeting.

- Open-ended, far-reaching

- May challenge the status quo

- Shifts perspectives and moves beyond "adjunct" versus "full-timer " perspectives

- Stimulates reflection by the group

Examples:

- How might this policy affect students who work during the day?

- What are the pro's and con's to this textbook?

- What are our assumptions about this student organization?

- If money were not an issue, how might we respond to this request?

Which are Probing Questions?

a) What might improve services offered in the student writing center?

b) What are the stated objectives of the new student immigrant organization?

c) What criteria was used to develop the new grading policy?

d) What is our hunch about how this policy will affect advanced students?

e) Why should we be invested in this attendance policy being approved?

Clarifying and Probing Questions

For more on Clarifying and Probing Questions, see the "protocols" from:

National School Reform Faculty
<www.nsrfharmony.org>

School Reform Initiative
www.schoolreforminitiative.org.

Definitions have been adapted for the GLUE protocol.

Why Collaborate?

What's in it for the Adjuncts?

- Information gathering about campus resources (material, professional, personal) & informal power structures

- Connection with colleagues with specific classroom and theoretical knowledge

- Greater connection to the college

- Enhanced student achievement

What's in it for the Full-Timers?

- Info gathering about current industry trends

- Info gathering about the way other colleges "do things"

- Connection with colleagues with specific classroom and theoretical knowledge

- Perhaps enlistment of assistance with extra-curricular efforts

- Enhanced student achievement

One K-12 Research Study…

U.S. Department of Education's guide, "Turning Around Low-Performing Schools," notes that collaboration among teachers was a commonly-used approach to improving instruction in "35 chronically low-performing schools that achieved dramatic turnarounds (substantial gains in student achievement within three years)."

McClure, C. T. (2008, September 01). The Benefits of Teacher Collaboration: Essentials on Education Data and Research Analysis. *District Administration Magazine*. Retrieved March 1, 2017, from www.districtadministration.com

In Another Study…

"The quality of teacher collaboration positively influences teacher performance and student achievement."

Schools with better collaboration teams demonstrated higher math and reading achievement gains.

Killion, J. (2015, October). High-quality collaboration benefits teachers and students. *JSD: The Learning Forward Journal*. Retrieved March 1, 2017, from www.learningforward.org

What Is Your Greatest Barrier to Adjunct-Full-Time Teacher Collaboration?

a) Limited time/schedule constraints

b) Cultural divides between adjunct/full-time faculty members

c) Lack of administrative structure and encouragement for collaboration

d) Lack of acquaintance or connection with other interested colleagues

e) Commuting difficulties/geographic isolation

Create Adjunct Team

- Four adjuncts form each team.

- May be from same department, or

- When engaging with division-wide or college-wide groups, may be from multiple departments.

information
exchange
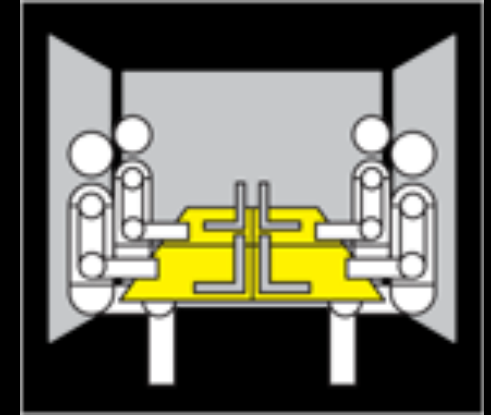
1. "Note-Taker"
(represents adjunct
group at larger
faculty meeting)

2. "Questioner"
(of points to
be clarified)

**ROTATING
ADJUNCT
TEAM ROLES**

3. "Prober"
(of critical
thinking ?'s)

4. "Explainer"
(of adjunct ?'s
& ideas)

Liaison Role

(Department Chairperson, Adjunct Coordinator,

Lead FT Instructor)

The GLUE Protocol

1. **G**o to the faculty meeting and take notes of main points. (Note-taker)

   Back in the four-person adjunct group …

2. **L**ist clarifying questions. (Questioner)

3. **U**se probing questions to push critical thinking. (Prober) And then, back in the larger faculty group …

4. **E**xplain the questions and perspectives of adjunct group members. (Explainer)

Glue

GLUE Protocol Trial

1. **G**o to meeting. (Note-Taker)

Back in the Four-Person Adjunct Group …

2. List clarifying questions. (Questioner)

• Some questions to be clarified with liaison.

Next…

3. **U**se probing questions to push critical thinking.
   (Prober)

- Use "probing question" question stems.

- Make sure that probing questions
  don't serve as "couched advice!"

Then...

4. **E**xplain the questions and perspectives of adjunct group members. (Explainer)

- Conversation held by phone. (Could be held virtually or in person. Others in the group may join the meeting or the call.)

And Then...

5. At the next meeting, the Explainer shares any info or clarifications from meeting with the liaison.

    Roles are then rotated for the next scheduled meeting!

Results of a Pilot at NWACC

- Piloted with a Five-Person Team & Receptive Administration

- Recruiter/Coordinator – Hosted with Zoom Conferencing (Screen Sharing)

- Feedback from Participants:

  - "We need more focus on small-group sharing of ideas…in structures we already have."
  - "How could we use this model to facilitate peer mentoring?"
  - "What about adjunct coordinators?"
  - "This takes the stress off of people who can't get to the meetings."
  - "What about using **pictures of participants** in the video-conference?"

Ideas to Encourage GLUE

- Provide stipends for adjuncts to participate.

- Reimburse adjuncts for travel costs to meetings.

- Determine meeting times that are more accessible.

- Show that you care—Recognize ideas resulting from teacher collaboration.

- Discuss GLUE discussion points and questions at follow-up campus meetings.

Educators, We Have an Answer!
Support your adjuncts!
Give GLUE a try!

If you have questions or comments, please email me at pendergrasts@me.com